# Nutritional Sciences MPH Internship Handbook

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Overview

The purpose of the MPH Internship is to help the student learn how to apply theory and principles to the realities of work situations and to develop and expand professional skills and competencies essential to these tasks. The internship is intended to help students explore areas of interest, and it also provides the opportunity to become acquainted with agencies and community groups engaged in nutrition-related programs.

A faculty advisor provides the bridge between the work experience and the learning experience, giving guidance to the student and striving to place the internship into the broader context of the student's educational program. Explicit learning objectives are developed and agreed upon by the student, faculty advisor, and internship preceptor, and progress toward these objectives is evaluated at the end of the internship.

The Department of Nutritional Sciences requires MPH students to have an internship of a **minimum of 318 hours** (e.g., 8 weeks @40 hours/week). The hours in the field may be completed in any combination of hours per week and number of weeks. The decision as to the setting and type of experience is an individual one, but your advisor must approve it. It may be satisfied over the Spring/Summer Terms, during the regular academic year concurrently with coursework (beginning no earlier than second semester), or some combination of the two. Students typically complete the internship prior to the capstone course, NUTR 600, but there is also the possibility for students to continue their summer internships into the Fall Term.

Arranging Your Internship

It is each student’s responsibility to find, arrange, and complete a satisfactory internship that fulfills program requirements. The faculty, department, and school can and will assist you, but the student retains the final responsibility. Faculty advisors are not expected to find placements.

Most (though not all) internships occur in the Spring/Summer Term (May-August). Students have found it helpful to explore potential sites during the break between Fall and Winter Term. Your search for a Spring/Summer internship should begin no later than the end of January; December if you are planning an international placement. Many agencies have established deadlines for applications or limit the number of interns they will accept. Internship postings typically peak starting in January and February, and may go as late as March. Funding deadlines begin as early as November. Begin your search early!

IDENTIFYING YOUR GOALS

Determine the type of internship you desire based upon such factors as your educational and career goals, interests, financial needs, geographic preferences, and previous experience in relevant organizations.

Consider factors in choosing a site:

- **Topic area** (e.g., micronutrients, food access)
- **Setting** (e.g., health department, community organization, worksite, international agency)
- **Population** (e.g., adolescents, elderly, women, certain racial/ethnic groups)
- **Skills desired** (e.g., program planning, policy, research and evaluation)
CHOOSING AND SECURING AN INTERNSHIP

Draft a list of desired learning objectives to be achieved through your internship. This can be done by reviewing the Departmental Competencies (page 12 of this handbook) and using the Internship Learning Agreement form. Initially, your list will be somewhat abstract, but because many agencies ask about your skills and learning objectives during initial contact, it is advantageous to draft these early. These objectives will also come in handy if applying for positions that require a cover letter.

Visit the SPH Office of Career Development (Suite 1700, SPH I), which provides students support through the following services:

- Career and internship strategy counseling
- Resume reviews
- Cover letter writing workshops and reviews
- Mock interviews

To assist in your explorations you may wish to:

- Discuss your interests and desired objectives with your advisor or other faculty. These discussions may identify agencies and organizations that meet your interests and needs.
- Browse postings on the SPH Career Connection website: https://umichsph-csm.symplicity.com/students/. View past internship postings under the "Archived Job & Internship Tab" in the Jobs section. Set up a search agent early so that all internships matching your criteria are emailed to you.
- Connect on LinkedIn. Develop your professional online profile and join networking groups of interest to you. You may be able to connect with alumni from specific organizations that you are interested in.
- Attend the annual poster session in October to see what types of internships second-year students have engaged in. Read abstracts written by these students as well as examples from previous students.
- Talk to second-year students about their experiences in any organization or agency you may be interested in. Seek insight on how to choose your site, what to look for, and what to avoid.
- If an organization you have a strong interest in has not previously sponsored SPH internships, do not let that deter you. Consider developing your own internship with this organization if they are receptive to the idea.

Visit https://www.sph.umich.edu/careers/internships.html for helpful suggestions, resources, and links for sources of funding.

Contact Carol Shannon of Taubman Library (cshannon@umich.edu, http://www.lib.umich.edu/users/cshannon) to inquire about funding opportunities.

When choosing a placement, confirm the organization’s willingness to provide an internship experience within your desired time frame.

When you have chosen an organization to work with and have some assurance of their ability to provide an internship placement, discuss this with your advisor. Identify a preceptor who will be a good role model and who will be available to provide guidance and supervision during your internship.

Send thank-you notes to any sites that accepted you, but that you did not choose.
ISSUES AND QUALITIES TO CONSIDER IN SELECTING PRECEPTORS AND ORGANIZATIONS

The following list was generated by previous students. For many of these items, you will not be fully aware of the answers until you start your internship, but you may wish to incorporate these questions (directly or indirectly) into your interviews to find out as much as you can beforehand.

Potential supervisor:
- What is their educational background?
- What is their position?
- What was their experience like with students in the past?
- Will they be accessible, in terms of having time to talk to you about progress and problems?
- Will they make you feel like an integral part of the organization?
- Will they include you in staff meetings?
- Will they include you in other project- or issue-specific meetings?
- Will they provide mentorship?
- Will they treat you as a colleague?
- Will they give you constructive feedback concerning your performance?
- Will they provide projects in other departments of the organization?
- Will they provide the necessary clerical/administrative/laboratory/other support for your work?
- Will they be clear and reasonable in establishing expectations of you and your internship?
- Will they be sensitive to your level of experience?
- Will they be flexible about your role and responsibilities, or does they have a specific project in mind?

Agencies, organizations:
- What are the organization’s objectives and what is their mission?
- Where is the placement located?
- What language is spoken?
- How many people work at the organization? In the department?
- Is it paid or not paid?
- Is it a government or non-government organization?
- What are the leadership roles and who fills them?
- What is the history and sustainability of the organization?
Requirements

Pre-Internship Requirements

1. PROGRAM FOR EDUCATION AND EVALUATION IN RESPONSIBLE RESEARCH AND SCHOLARSHIP (PEERRS)

All MPH students must complete PEERRS, a web-based instruction and certification program that addresses responsible research and scholarship. This training must be completed in the first semester and prior to completion of the Internship Learning Agreement. Listed below are the modules to be completed:

REQUIRED MODULES:
(1) Conflict of Interest
(2) Foundations of Good Research Practice
(3) Research Administration
(4) Authorship, Publication and Peer Review

RECOMMENDED MODULES:
(1) Human Subjects – Biomedical and Health Sciences
(2) Human Subjects – Social & Behavioral Sciences
(3) Animal Care and Use

The PEERRS training can be found at the following website: [http://my.research.umich.edu/peerrs/](http://my.research.umich.edu/peerrs/). Email or provide a copy of your completed certification to Susan Aaronson (1854 SPH I, susaaaro@umich.edu). Make sure to provide this email address when prompted during the computer training.

2. THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPPA)

HIPAA training is required of all SPH students. The training can be completed at [http://www.med.umich.edu/hipaa/training/](http://www.med.umich.edu/hipaa/training/). The specific training module to complete is based on an individual's role and responsibilities. After completing the PowerPoint training presentation, make sure to view the FAQs and submit the certificate of completion at the end of the FAQ Module. Provide a copy of this completed certification to Susan Aaronson (1854 SPH I, susaaaro@umich.edu).

This training provides an orientation to the privacy of patient health information. HIPPA medical privacy regulations govern the use and release of a patient's personal health information, or “protected health information” (PHI). In the event that state law or hospital policy is more restrictive than the HIPAA privacy regulations, the more restrictive law or policy will apply.

3. IRB APPROVAL (IF APPLICABLE)

In any research involving human subjects, the rights and welfare of the subjects must be adequately protected. To achieve this goal, the University uses Institutional Review Boards (IRBs) to assist investigators in designing their research projects in a manner to minimize potential harm to human subjects, review all planned research involving human subjects prior to initiation of the research, approve research that meets established criteria for protection of human subjects, and monitor approved research to ascertain that human subjects are indeed protected. The IRBs are also in place to endorse sound research design and methodology.
Depending on the tasks you will be completing during your internship, you may need IRB approval. When students conduct interviews, focus groups, observations, or any activity involving human subjects as part of a systematic investigation, IRB approval is required. The deciding factor is whether the student is doing solely public health practice versus doing both public health practice and research or systematic investigation. If the latter is the case, IRB approval is required.

**If doing research or an evaluation that will lead to publication of a manuscript, book, or other paper, IRB approval will be required.**

Many times clinicians, faculty, staff or students have duties that involve interviews and yet projects are not research. For example, a student intern may be asked to conduct interviews as part of an internal or external evaluation process that is not part of a research project and/or is not intended to lead to publications. In these cases IRB approval is not required.

If you believe your internship will involve research with human subjects, please begin the IRB application process at the following: [http://research-compliance.umich.edu/irb-application-process](http://research-compliance.umich.edu/irb-application-process).

If you are not sure if IRB approval is needed, please speak to your advisor and preceptor or contact Health Sciences and Behavioral Sciences IRB (IRB-HSBS) at (734) 936-0933 or irbhsbs@umich.edu.

4. **INTERNSHIP LEARNING AGREEMENT**

The Internship Learning Agreement must be completed by the student and approved by the faculty advisor prior to the internship placement and before they can count hours toward their internship. In this agreement, students develop a list of learning objectives to be achieved during the internship. The agreement must also include contact information and be signed by both the student and the advisor. Submit the signed copy of your completed agreement to Susan Aaronson (1854 SPH I, susaaro@umich.edu).

See pages 12-14 of this handbook for guidance in developing learning objectives. Objectives may change during the course of the internship. If substantial changes occur, the objectives should be revised with input from the advisor and preceptor.

The Internship Summary Report and Student Evaluation will include an analysis of how the objectives were met (or not), how they may have changed (and why), and what new objectives were developed (and how they were defined).

5. **FOR INTERNATIONAL TRAVEL (IF APPLICABLE)**

If interning internationally, register your travel in the University Travel Registry and sign up for travel health insurance ([http://global.umich.edu-going-abroad/planning/policy/individuals/](http://global.umich.edu-going-abroad/planning/policy/individuals/)).

Submit a signed University Travel Restriction Destination Liability Waiver ([http://global.umich.edu/files/2012/08/restriction-waiver.pdf](http://global.umich.edu/files/2012/08/restriction-waiver.pdf)) to itoc-travel@umich.edu.

These steps must be completed before departure.
6. **SPH INTERNSHIP REGISTRY**

The Office of Academic Affairs requires that **all** students participating in a MPH Internship complete the online SPH Internship Registration Form. This is a school-wide requirement. The goals of this Registration Form are to collect data that: 1) informs SPH of the types of internships students are undertaking, 2) ensures a rapid response in the event of any emergency or critical incident, and 3) provides information on internships that future SPH students will utilize in their internship search. **If you have multiple internships, fill out a form for each one.** The form should take less than 5 minutes to complete.

To register your internship, visit [https://umichsph-csm.symplicity.com/students/](https://umichsph-csm.symplicity.com/students/), select the “Profile” tab on the top left, then choose “SPH Internship Registration.” For any questions regarding your internship registration, please connect with the Career Development Office by emailing sph.jobs@umich.edu.

Please note you will need the following information when filling out the form (subject to change):

- **Your contact information during the internship:** email, phone, address
- **Your academic advisor:** name, email, phone
- **Your internship organization information:** name and address
- **Information about your internship:** compensation, project(s) description (2-3 sentences), expected start and end dates
- **Your internship preceptor information:** name, phone, email
- **Emergency contact person:** name, phone, email, relationship to you
- **Required documentation completion (if applicable):** travel health insurance, U-M Travel Registry, IRB, PEERRS certification, HIPPA certification
Post-Internship Requirements

1. PRECEPTOR EVALUATION

At the end of the internship, SPH’s Office of Academic Affairs will email an electronic evaluation form to preceptors to assess the student’s performance during the placement. Students are encouraged to have a meeting with their internship preceptor in order to discuss this evaluation. This meeting is an important component of the internship process as students will be receiving valuable feedback about their performance that will aid in the writing of the final report and provide useful guidance for future professional experiences. **It is part of the student’s responsibility to set up the feedback meeting with the internship supervisor/mentor and to remind them to complete the online evaluation.** This evaluation, once received by the Department, is considered to be confidential and thus is not entered into any database or the student’s file.

2. STUDENT EVALUATION

At the end of the internship, SPH’s Office of Academic Affairs will email an electronic evaluation form to students for them to assess their experience. Once the electronic form is completed, a copy will be submitted to the Department for review.

3. INTERNSHIP SUMMARY REPORT

At the end of the internship, students will submit to the faculty advisor a completed Internship Summary Report. The summary report, along with the evaluation described above, serves the purpose of documenting and analyzing the internship experience. **The summary report will go into the student's file and will aid faculty advisors in writing letters of recommendation for future jobs.** The student and faculty advisor will meet to discuss and analyze the agency preceptors’ evaluation of their performance, the student's summary report, and the overall internship experience.

The Internship Summary Report should be 3-5 pages in length. The structure of the report will depend on the nature of the internship itself. In research-based internships, scientific data are likely to be generated, requiring them to be analyzed and interpreted. On the other hand, internships focused on professional practice will more likely report on participation in management, program development and evaluation, and decision-making. The report should not simply be a description of where you went and what you did on a day-to-day basis, but should provide substantial detail about the work you carried out, including critical analyses and assessment of what was done and its contribution to public health and nutritional sciences. It should discuss:

**Learning goals, objectives, and outcomes**

- What goals/objectives, projects/tasks did you set out to accomplish? To what extent were they met?
- What factors helped or hindered your progress towards meeting these goals?
- What is your perception of your personal growth, learning, and skill development?

**Preparation for your experience**

- What skills/strengths did you enter with? Which of these did you build on?
- How did coursework prepare you for your experience? How could you have been better prepared?
Applying theory to practice

- To what extent could the experience be described as investigatory or professional practice?
- What theories, skills, conceptual models, etc. were you able to develop/apply/test? How useful were they? In what ways? Why or why not? What were the results? What did they mean?
- What principles of professional practice did you apply or develop from your experience?

Organizational and interpersonal aspects

- What was the organizational structure within which you worked? How did the organizational structure within which you worked help or hinder you in your role (e.g., power structure, resources available, access to funds, decision making)?
- Describe the initial orientation you received. How did it affect your performance and experience?
- What was the quality of the supervision you received?
- How did aspects of interpersonal relationships help or hinder your performance and experience in the agency?

Articulation of what was learned with respect to possible career goals

- How has this experience helped you define career goals?
- What educational objectives must be met to further prepare for your career goals?
- What professional concepts or topics, or areas of expertise, do you wish to explore further?

Auxiliary materials

- Make sure that you attach any relevant materials that you produced (after checking with your preceptor first).

4. ABSTRACT

This one-page (aiming for 300-500 words) typed summary of your internship will be used as part of the annual poster session held in October and also made available to future first-year students. Completion of the abstract is coordinated with NUTR 600. The abstract should focus on an overview of the agency and a description of the projects/tasks in which you were involved. You will concisely describe some aspect of your internship to be presented at the poster session, saving details for the poster and discussion.

5. POSTER SESSION

All students must complete a poster and present it at the annual Nutritional Sciences Poster Session to be held in October of each year. The poster session is coordinated with NUTR 600.

6. CREDIT REDUCTION

Under a policy adopted by the School of Public Health, public health practice internships in field settings do not carry academic credit. However, the total credit hour requirements for any Masters level degree program in the School of Public Health may be reduced by such internships. For example, a reduction of 3 credit hours decreases a 60-hour program of study to 57 credits.
Credit reductions must be approved by the student’s advisor, the Department Chair, and the SPH Office of Academic Affairs (OAA). Credit hour reduction for the internship will be limited to no more than 6 hours. Students do not need to pay Spring/Summer tuition to participate in the internship or to receive credit reductions.

Note: Students may not receive a credit reduction and independent study credit for the same hours of internship work. If you complete related work (e.g. a paper or project) after the internship, you may sign up for independent study credit with a faculty member willing to supervise this additional work.

**Calculation of Credit Reduction**
3 credit hour reduction = 318 total hours (minimum required to petition for credit hour reduction)
4 credit hour reduction = 424 total hours
5 credit hour reduction = 530 total hours
6 credit hour reduction = 636 total hours (maximum allowed)

**Request for Credit Reduction Form**
To receive the credit reduction for your internship, you must fill out the Credit Reduction Form and include the Time Log Sheet signed by your preceptor. Log your internship hours throughout the internship following the format required here: [https://sph.umich.edu/student-resources/forms/credit_reduction.pdf](https://sph.umich.edu/student-resources/forms/credit_reduction.pdf)

Once the form is complete, students should have their faculty advisor sign it and then submit the form to Susan Aaronson (1854 SPH I, susaaro@umich.edu), who will ensure that the Department Chair signs the form and that it is processed by OAA.
## Timeline for Planning and Completing Your Internship

### September/October, Year 1
- Complete PEERRS and HIPPA training; submit certifications to Susan Aaronson by **Thursday, October 1**
- Attend poster session from second-year students on **Friday, October 9**
- Read past abstracts
- Prioritize what you would like to get out of your summer internship
- Develop your resume/CV, tailoring it to the type of position you seek, and obtain feedback from a number of people; you may wish to show it to friends, colleagues, the Career Services Staff, and/or your advisor

### November/December, Year 1
- Search/network - talk to your advisor and others (e.g., other faculty, Community-Based Public Health office, Career Services, second-year students) regarding possible contacts
- Begin reaching out to sites
- Contact potential agencies to discuss possible opportunities; consider visiting them during winter break

### January/February, Year 1
- Finalize resume/CV
- Discuss possible sites and objectives with your advisor
- Make connections
- Apply to postings; begin contacting agencies and sending out your resume
- Apply for global funding if applicable
- Review application deadlines for ASPPH/CDC and other funded internships

### March/April, Year 1
- Apply to postings
- If unpaid, apply for domestic funding sources
- Finalize internship and details for your placement by the end of March
- Draft objectives of what you hope to gain from an internship, obtain feedback from your advisor
- Submit signed Internship Learning Agreement to Susan Aaronson by **April 15**
- Determine if IRB approval is necessary and, if so, secure IRB approval
- Complete steps for international travel, if applicable

### May, Year 1
- Complete the online SPH Internship Registration Form by **Monday, May 2**

### August – September
- Be a stellar intern
- Preceptor completes Preceptor Evaluation by **Friday, August 19**

### September, Year 2
- Student completes Student Evaluation by **Friday, September 16**
- Student submits Internship Summary Report to faculty advisor by **Friday, September 16**
- Student and faculty advisor meet to discuss evaluations and summary report

### October, Year 2
- Complete abstract for poster session, **due date TBD by NUTR 600**
- Create poster and present at annual Nutritional Sciences Poster Session, **date TBD by NUTR 600**

### November/December, Year 2
- Submit request for credit reduction by **Thursday, December 1**
Competencies

SPH COMPETENCIES

Methodological Core Competencies

1. **Biostatistics**: collection, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis
2. **Epidemiology**: distributions and determinants of disease, disabilities, and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and biological basis of health

Breadth, Integration, and Capstone Competencies

1. **Environmental health sciences**: environmental factors including biological, physical and chemical factors that affect the health of a community
2. **Health services administration**: planning, organization, administration, management, evaluation, and policy analysis of health programs
3. **Social and behavioral sciences**: concepts and methods of social behavioral sciences relevant to the identification and solution of public health problems
4. **Capstone requirement**: to demonstrate integration of knowledge through a culminating experience, utilizing, and combining all skills developed in their major discipline with those derived from the integrative component toward comprehensive resolution of a public health issue

NUTRITIONAL SCIENCES DEPARTMENTAL COMPETENCIES

1. Gather, evaluate, and interpret nutrition information to assess, plan, implement, and evaluate food and nutrition programs.
2. Utilize appropriate nutritional assessment methods to prioritize nutrition concerns of individuals and target populations.
3. Assess populations in organizational and population-based settings through collection of quantitative and qualitative data.
4. Apply theoretical frameworks and research evidence to inform public health actions.
5. Apply epidemiologic and statistical methods to nutrition assessment, action, and/or evaluation.
DEVELOPING INTERNSHIP COMPETENCIES AND LEARNING OBJECTIVES

The internship learning objectives are intended to help students articulate their goals for the internship and communicate to preceptors their expectations of the experience. The objectives should be linked to the Departmental Competencies.

Competencies = WHY are you doing this internship?
A competency is an “integrated set of knowledge, skills, and attitudes that supports successful performance in public health.”¹ Review the above competencies and identify those that you think will be relevant to your placement. These competencies will define the overarching purpose and goals of your internship.

Learning Objectives = WHAT will you learn from the internship?
A learning objective is a “broad statement of intent of a formal plan that describes learning outcomes.”¹ Your learning objectives should be directed toward the competencies you have identified, and they must include action-oriented verbs (e.g., calculate, define, analyze). “Understand” is NOT an action-oriented verb. Using an action verb identifies what the student must do in order to demonstrate understanding. Examples of action words, organized by different categories of learning objectives, include²:

- **Knowledge**: arrange, describe, duplicate, match, order, outline, relate, repeat, reproduce, collect, examine
- **Comprehension**: classify, describe, discuss, explain, express, identify, indicate, locate, organize, recognize, report, restate, review, select, summarize, translate
- **Application**: apply, choose, dramatize, employ, illustrate, interpret, modify, operate, practice, schedule, draw, solve, use, write
- **Analysis**: analyze, calculate, categorize, compare, contrast, criticize, diagram, differentiate, discriminate, distinguish, examine, experiment, question, support, test
- **Synthesis**: arrange, assemble, collect, compose, construct, create, design, develop, formulate, integrate, invent, manage, organize, plan, predict, prepare, propose, set up, write
- **Evaluation**: argue, assess, choose, compare, conclude, convince, decide, defend, estimate, judge, predict, prioritize, rate, support, evaluate

Tasks/Activities = HOW will you accomplish your stated learning objectives?
Each learning objective encompasses a group of even more narrow statements that describe in detail the tasks/activities that will be necessary steps or components of achieving each objective. Tasks/activities are specific, measurable statements of what the student will complete in order to meet their learning objectives.

Issues to think about:

- Choose competencies that build upon your course work or other experience to give you greater expertise in particular areas (i.e., more depth)
- Choose competencies that complement your course work or other experience to give you a broader background (i.e., more breadth)
- Consider if your objectives match the time frame of the internship (are they realistic?)

Use your objectives to:

- Think about your career goals
- Decide what sites might be most compatible with your objectives and choose which internship to accept
- Negotiate tasks during your internship

EXAMPLES

<table>
<thead>
<tr>
<th>Competency</th>
<th>Learning Objective</th>
<th>Task/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use epidemiologic practices to conduct studies that improve public health program delivery</td>
<td>1. Design and conduct analytic studies</td>
<td>1. Construct a 2 x 2 table, tabulating the occurrence of disease and exposure in study participants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Calculate absolute risk, relative risk, rate ratio, and odds ratio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Determine attributable risk</td>
</tr>
<tr>
<td>2. Plan and implement health programs for specific populations and in a variety of organizations</td>
<td>1. Describe procedures for conducting needs assessments to determine needs of the community</td>
<td>1. Plan and coordinate a needs assessment study including design of study protocols prior to implementation of study</td>
</tr>
<tr>
<td></td>
<td>2. Describe criteria for selecting data sources and methods for carrying out data collection procedures</td>
<td>2. Conduct needs assessment</td>
</tr>
<tr>
<td>3. Communicate public health considerations in policy and management decisions.</td>
<td>1. Operate effectively within an organization setting</td>
<td>1. Produce specific materials for the organization, e.g., key facts, facts sheet, and press releases.</td>
</tr>
<tr>
<td></td>
<td>2. Translate research activities into written information</td>
<td>2. Plan and organize a community meeting</td>
</tr>
<tr>
<td></td>
<td>3. Coordinate a meeting in order to present research findings</td>
<td></td>
</tr>
</tbody>
</table>
Internship Roles and Responsibilities

The internship is an activity in which the student, preceptor, and Department have a shared interest and responsibility. It has become evident over the years that all involved are more confident and comfortable with the internship if they share an understanding of the expectations and responsibilities entailed. This section along with the Internship Learning Agreement is an attempt to provide a basis for such understanding.

We recommend that you share the following guidelines with your preceptor upon securing your internship and ensure that they understand and can abide by the expectations. Students and preceptors will also receive emails from the Office of Academic Affairs prior to the start of the internship to remind them of their respective responsibilities.

STUDENT RESPONSIBILITIES

1. Learning objectives for the internship shall be approved by both agency personnel and faculty advisor and provided as part of the Internship Learning Agreement before the student begins counting hours of service.

2. Developing as clear as possible an understanding of the specific problem/issue toward which your work is directed. This may require detailed discussions with program personnel, reading background materials, etc.

3. Assessing whether the staff, money, and material resources needed to perform these activities are actually available. If some resources are lacking, you must either acquire them or redefine how much you can do.

4. Learning as much as possible about the agency, its programs, and the community while working at the agency. Volunteering to assist with additional projects and introducing yourself to other members of the team.

5. Seeking the advice and assistance of the agency supervisor/preceptor when uncertain about assigned or selected tasks.

6. Conferring regularly with the preceptor regarding progress. Meeting regularly to benefit from their guidance, counseling, and direction toward completion of assigned tasks. Discussing the possibility of a regular (weekly) meeting time so you can review and get advice on your work as it progresses.

7. Performing tasks assigned or selected efficiently and effectively, and contributing to the programs and activities of the agency.

8. Adapting to any pattern of written reports used by the agency. The student and preceptor should discuss this during the first week of the internship and the student's responsibility for reports agreed upon.

9. Keeping a weekly log to keep track of your hours and describe the activities you were involved in. Such documentation will be helpful in preparing your Internship Summary Report and Internship Poster, as well as for future interviews with prospective employers.

10. Participating in the evaluation of the internship with the preceptor and faculty advisor and submission of the Student Evaluation.
PRECEPTOR RESPONSIBILITIES

1. Assisting in the development of, and providing approval of, objectives and competencies to be achieved during the internship.
2. Planning with the student the specific activities which they may participate in and be responsible for, and helping him/her to see additional opportunities for learning.
3. Orienting the student to the agency and the community, and providing direct guidance and supervision of the student while at the agency.
4. Orienting the agency staff to the MPH Internship program and assisting the agency staff in becoming acquainted with the student as quickly as possible.
5. Conferring periodically with the student regarding progress, and providing feedback to him/her to improve competencies.
6. Preparing an evaluation of student performance at the end of the internship and possibly reviewing it with the student before their departure.

FACULTY RESPONSIBILITIES

1. Assisting in the exploration of learning needs and desired competencies that might be met through an internship.
2. Assisting in development of objectives and competencies for the Internship Learning Agreement. Approval of the Agreement helps to confirm arrangements with the agency or program regarding tasks and supervision for the internship.
3. Assisting, either directly or in cooperation with other faculty members in the Department, in locating and making initial contacts with agencies or programs with potential for an internship appropriate to the student's learning needs and objectives.
4. Examining the preceptor's evaluation of student performance.
5. Meeting with advisees during the first month following the completion of the internship, examining the written evaluation and summary reports, and assessing these in terms of the Departmental requirements and the student's learning objectives.
6. Certifying the successful completion of the internship and related requirements in order for students to obtain a reduction in credit hours required.